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ABSTRACT

A high-school-level field experience program in economic education in Meridian, Mississippi, is described. The program provided exposure to various careers as well as experience with economic processes. Each student spent several weeks in a variety of business, industrial, and manufacturing organizations. Students learned the background of each organization, personnel policies, operating areas, and payroll and accounting procedures. Every two weeks students met in classroom seminars for follow-up activities, reinforcing principles and concepts they had learned on the job. Students who participated received one-half unit of credit toward graduation. In a pilot phase, one group of students, which did not receive supplementary classroom instruction, performed significantly lower on the Test of Economic Understanding than did the students with supplementary instruction. In the Handbook, the Sponsors Section describes the program, basic economic concepts emphasized in the seminars, and a schedule of seminars. The Student Section explains the program and students' responsibilities and gives a sample of the evaluation form to be filled out by sponsors for each student. (AV)

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Project Business

Businessmen United with Schools In New Economics for Social Studies

HANDBOOK

SP 009 450

ESEA Title III - Teachers' Center
for Social Studies Education
DIRECTOR: Stan Phillips

Meridian Public Schools
P. O. Box 31
Meridian, MS 39301

TABLE OF CONTENTS

	Page
Calendar	ii
Schedule Calendar	iii
Sponsors' Section	
Introduction	1
Program	1
Basic Economic Concepts	2
Career Exploration	3
Democratic Values	4
Statistical Findings	5
Seminars	7
Business' Schedules	9-20
Student Section	
Introduction	21
Specific Requirements	21
Student Evaluation Sheet	23
Recommendations	24

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1976

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PROJECT BUSINESS CALENDAR

1976-1977

First Semester

On-Site Days		Orientation/Vacation
September 7 - September 30	(4 weeks)	August 30 - Sept. 3 Orientation class
		September 6 - Labor Day
October 4 - October 29	(4 weeks)	October 1 - In-Service Day
Novermber 1 - November 24	(4 weeks)	November 25,26 - Thanksgiving Days
November 29 - January 7	(4 weeks)	December 20 - January 2, X-mas
		January 10 - 14 Evaluation, in school

Second Semester

January 24 - February 18	(4 weeks)	January 17 - 20, Orientation, in school
		January 21, In-Service Day
February 21 - March 25	(4 weeks)	March 14 - 18, Spring Holidays
March 28 - April 22	(4 weeks)	April 8, Good Friday
April 25 - May 20	(4 weeks)	May 23 - 27 Evaluation, in school

Seminar Dates

FIRST SEMESTER -1976	SECOND SEMESTER - 1977
Friday, September 17	Friday, February 4
Friday, October 8	Friday, February 18
Friday, October 22	Friday, March 4
Friday, November 5	Friday, March 25
Friday, November 19	Friday, April 8
Friday, December 3	Friday, April 22
Friday, December 17	Friday, May 6

SPONSORS SECTION

INTRODUCTION

Many citizens today sense a need to better instruct youth in the basic principles of the free enterprise system, and find some way to instill a better work ethic in young employees.

Various organizations have pressured schools and state legislatures to mandate courses to teach "economics", "free enterprise", or the "American mixed economy". Foremost among these groups is the Joint Council on Economic Education and state affiliated councils. As a result, some thirty-nine states, including Mississippi, have recently passed economic education laws.

Dr. James Hartgraves, Associate Deputy Superintendent of the Arizona Department of Education, is quoted in Industry Week (March 1, 1976, page 11) as having said, "There is no question about the need for teaching free enterprise. It's the technique that we question."

Project Business is an innovative technique. This technique was developed in a natural response to the felt needs of educators and local business leaders in Meridian, Mississippi, to provide economic understanding experiences for our young people.

Unlike most economic courses, Project Business was not the result of pressure groups or a state mandate. It resulted from a concern by economic educators that traditional methods of teaching failed to meet the objectives of our economic course requirements, and a quick cooperating response from Meridian community leaders.

PROGRAM

Briefly, Project Business is an economic program conducted outside the school plant in site-locations provided by business, industrial, and manufacturing organizations, whereby applied economic principles are taught by successful experts in the dynamic world of business.

The students are introduced to the basic economic principles in the first week of orientation sessions prior to placement in the sponsoring organizations. Every two weeks, they return to the seminar for follow-up activities reinforcing these principles or concepts with information gleaned from their on-site visitations. Culminating activities the last week of the semester reinforce the economic concepts and evaluate both the students' achievement and the program's effectiveness.

Printed below are the specific economic principles emphasized by the seminar conductors. These have been identified necessary for students to successfully engage in the senior social studies course on Comparative Economic Systems.

BASIC ECONOMIC CONCEPTS

1. Individuals make economic decisions on the basis of their values and goals.
2. People have unlimited wants for goods and services but they possess limited resources with which to satisfy those wants.
3. In order to satisfy human wants for goods and services, productive resources (natural, capital, and human,) must be used in some workable combination.
4. Since all societies are faced with the problem of allocating scarce productive resources, each must have some organized method for choosing among alternatives uses of productive resources.
5. The quantity and quality of population directly affects production.
6. Each of the factors of production expects to receive compensation for its contribution to the process of production.
7. The method of organizing productive resources determines a society's economic system.
8. Growth and stability are common goals of all economic systems.

9. Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.

10. The policies of governmental units may promote or impede economic growth and stability.

11. Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

CAREER EXPLORATION

A natural consequence of this type of program is career exploration experiences. A student can conceivably study "career education" without gaining economic understanding of our free enterprise system. However, in this program both types of education are integral components. A student placed on-site in a business or industrial organization will be exposed to the various careers available in the company.

Students will be rotated each four or eight weeks to different types of business or industrial organizations to give them a wide variety of career options. Sponsoring organizations can supply the student with information on work attitudes, requisite skills, job descriptions, and types of jobs utilized by the companies.

The seminar activities will draw upon professional resource people from the community who will further expose students to work attitudes and career alternatives while making their presentations on the various basic economic concepts.

DEMOCRATIC VALUES

The social studies of the Meridian Public Schools are actively engaged in the promotion of democratic values of our capitalistic system. Of eighteen core values of our democratic society, the following are directly or indirectly associated with Project BUSINESS.

1. Belief that all persons should possess equal rights to life, liberty, and property which are, however, accompanied by certain responsibilities and obligations.

2. Belief that a free economic competition, consistent with the general welfare, is desirable; that the government has the obligation to stabilize economic growth and reduce gross economic inequalities.

3. Belief that both competition and cooperation are essential to the democratic process and to our national well-being.

4. Belief that America is a part of an interdependent world community.

5. Belief that Americans should have a reasoned devotion to our heritage, and a commitment to perpetuate the ideals of American life.

6. Belief that man should make intelligent use of forces and resources of nature.

7. Belief that work is wholesome and rewarding, and that every citizen should contribute according to her/his ability to the process of production.

STATISTICAL FINDINGS

The pilot phase of Project Business was conducted in the spring semester of 1976. Twenty-five (25) volunteer students composing the Experimental Group were assigned to sponsoring business and industrial enterprises in Meridian, Mississippi. These students were taught various aspects of the free enterprise system on-site in business establishments. Career exploration formed a significant part of the program in all sites.

A Control Group was formed for the purpose of evaluating the program's effectiveness in teaching economic understanding. This group was composed of twenty-five (25) students receiving no economic instruction in the classroom.

At the beginning of the study, both groups were administered the Test of Economic Understanding developed by the Joint Council on Economic Education. After one semester of on-site instruction in businesses as mini-economic communities, both groups were retested with the same instrument and comparisons were made.

Using the services of the Trammel Computer Service at Mississippi State University, an analysis of covariance was run on the achievement scores of the Test of Economic Understanding. Table I demonstrates that Project Business (Experimental Group) did significantly better than students comprising the Control Group.

Table I

Comparison of Adjusted Posttest Means for Project Business Study

Criteria	Adjusted Experimental Mean	Adjusted Control Mean	F Ratio
Test of Economic Understanding	22.94	20.10	6.04 *

$F \geq 4.04$ Significance at .05 level (df=1 and 47)
* $F \geq 7.19$ Significance at .01 level

(Note: In educational research, significance at the .05 level means there are five chances out of one hundred that the experimental mean score could have resulted from any other variable than that of the program. The .01 level is one chance out of one hundred.)

Some of the students enrolled in Project Business were also enrolled in a larger study being conducted on eighteen democratic values being incorporated into the social studies, grades seven through twelve, in the Meridian Public Schools.

In 1975, the value on the free enterprise system ranked eighteenth out of the eighteen values being measured. An interesting aspect of this study in 1976 was that the value measure on free enterprise moved up into seventh place on the rank of value measures.

While this value did not reach a level of significance, the influence of Project Business seems to account for this increase. Table II demonstrates this increase from .18 in 1975 to 1.38 in 1976. In this research, fifty (50) students comprised the Experimental Group and fifty (50) comprised the Control Group.

Table II

Comparison of Selected Value Measure for 1974-1975 with 1975-1976

	1974-1975			1975-1976		
Criteria	Exp. Mean	Control Mean	F	Exp. Mean	Control Mean	F
Free Enterprise	41.69	41.06	.18	40.12	38.88	1.38

$F \geq 3.93$ Significance at .05 level (df= 1 and 99)

The level of significance reached in this study was .017. It attained the .02 level but did not reach the .01 level. The level of signifcance acceptable in educational research is the .05 level, which was exceeded by the achievement scores for this study.

SEMINARS

Project BUSINESS seminars are a vital part of the program. These are designed to reinforce the economic concepts and democratic values identified by economic teachers as necessary information for the senior social studies program on Comparative Economic Systems.

Sponsoring organizations are encouraged to emphasize the various concepts and values which apply to their daily operations in the free enterprise system. The dates of the seminars and the activities are listed below for your information. This will enable you to know what the students will be doing in the classroom at the Meridian High School.

First Week's Orientation: (August 20 - Sept. 3 January 17- Jan. 20)		Students will become familiar with the organization, expectations, requirements, and evaluation of the project. Project Business students and a like number of non-participating students will be given a test of economic understanding and a values questionnaire. Finally, students will be introducted to the list of basic economic concepts and informed of their business placement.
Seminar 1. (Sept.17 and Feb. 4)	Concept :	Individuals make economic decisions on the basis of values and goals.
	Activities:	Invite an insurance agent, real estate agent, or automobile salesman to discuss possible reasons for purchases that people make.
Seminar 2. (Oct. 8, and Feb. 18)	Concept:	Individuals have unlimited wants for goods and services, but they possess limited resources with which to satisfy those wants.
	Activities:	Invite a financial planning expert to discuss ways in which people attempt to gain the highest satisfaction from their material wealth.

Seminar 3. (Oct. 22 and March 4)	Concept:	In order to satisfy human wants for goods for goods and services, productive resources (natural,capital,and human) must be used in some workable combination.
	Activities:	A local manufacturer who uses locally available natural resources will discuss the process of organizing production.
Seminar 4. (Nov.5 and March 25)	Concept:	All societies have organized methods for allocating productive resources.
	Activities:	Representative from a local finance institution will be invited to discuss competition for capital in our modified market economy.
Seminar 5. (Nov. 19 and April 8)	Concept:	Each of the factors of production expects to receive compensation for its contribution to the process of production.
	Activities:	A local businessman or labor leader will discuss the establishment of value for labor, natural resources, or capital.
Seminar 6. (Dec. 3, and April 22)	Concept:	Growth and stability are common goals of all economic systems.
	Activities:	Have a representative of finance discuss the role of the Federal Reserve System in the promotion of economic growth and stability.
Seminar 7. (Dec. 17, and May 6)	Concept:	The policies of governmental units may promote or impede economic growth and stability.
	Activities:	A local manufacturer will discuss the role of local, state, and federal government in the negotiation of international sales agreements.
EVALUATION (Jan. 10 - 14,and May 23 - 27)		Administer the Test of Economic Understanding and Democratic Value Questionnaire. Evaluate students, discuss the programs strength and weakness.Post grades.

SAMPLES

of

BUSINESS' SCHEDULES

of

STUDENTS

MERIDIAN MACHINE WORKS, INC.

PROJECT: BUSINESS

January 26 - May 12, 1976

16

PROJECT: BUSINESS

I. Orientation
   A. What will be discussed during the semester?
   B. What is a Manufacturing Plant?
      1. Why are we here?
         a. Create new jobs, Important to YOU.
         b. Make a return on investments.
      2. Where are we going?
         a. Short Term (Under 5 Years).
         b. Long Term (Over 5 Years).
      3. How will we get there?
         a. Top efficiency from all personnel (Hours Pay For Hours Work).
         b. Getting the customer what he wants, when he wants it, at a competitive price.
         c. Reinvesting profits into new facilities and equipment.
         d. Giving Entrepreneurs reasonable return on their investments.
      4. What are profits?
         a. Average manufacturer makes 5% or less.
         b. Employee benefits, social programs, taxes, new facilities and new equipment must be paid for out of profits.
         c. Profits must be made to stay in business.

II. Economics for young Americans (film strips furnished by the Chamber of Commerce of the United States). These films are high school level oriented so that students may relate.
   A. Profits at work
   B. Money Matters
   C. Business means Business About Ecology.
   D. The Promise of Productivity

III. Who is the Government?
   A. Government regulated programs
      1. Why are the programs made law.
      2. What do the programs cost.
      3. Who pays the price, YOU.
   B. Inflation
      1. Causes of inflation
      2. How inflation affects business
      3. Cures for inflation

C. Recession
   1. Causes of recession
   2. How recession affects business
   3. Cures for recession
D. How Government and Business Work Together
   1. Government requirements of Business
   2. Business requirements of Government

IV. Meridian Machine Works Organization
A. Importance of Good Management - Employee Relations
   1. Employee MUST be able to communicate with management
   2. Management MUST communicate with employees.
   3. Management MUST listen and hear what employees have to say.
B. Organizational Chart
   1. Importance of Chart
      a. Employee must know who to report to or take orders from
      b. Department heads must know who is in charge of other departments
      c. Importance of one man - one boss relationship.
C. Responsibility of Management Job
   1. Every employee is not management material
   2. Managers are not selected by seniority only
   3. Requirements of a good manager
   4. What is a manager's job?

V. Meridian Machine Works Operation by Department
A. Plant Visit
   1. Raw Material Area
      a. How much to keep on hand
      b. Cost of certain items
      c. Start of manufacturing process
   2. Fabrication Visit
      a. Cutting area
      b. Welding area
   3. Machining Visit
      a. Lathe area
      b. Boring and drilling area
      c. Planing area
   4. Paint Booth Visit
   5. Store Room Visit
      a. Items we manufacture
      b. Items we purchase
      c. Importance of keeping stock inventory controls
      d. Why buy if we can build?
   6. Assembly Visit
      a. Where parts come from for assembly?
      b. What triggers assembly to begin assembling a machine.

c. Importance of having job completed to meet customer specified delivery date.

7. Tool Room Visit
   a. Cost of required tools
   b. Importance of tool inventory control
   c. Training employees in proper usage and maintenance of tools to eliminate loss by abuse and breakage.

B. Engineering Department
1. What is an Engineering Department?
   a. Engineering drawings
   b. Engineering tools
   c. Work conditions
   d. Problem areas
   e. Filing system
2. Job Process
   a. Receipt to final assembly
   b. Accent points of interest to Engineering, Production and Management
3. How and Why companies utilize Engineering Departments?

C. Production Control Department
1. Production Control Manager
   a. How and Where the Production Manager fits into a manufacturing facility.
   b. Fundamentals of Production Control
   c. Production Scheduler -- important roll he plays in overall plant operations and master scheduling
   d. Production Purchaser - Vital link between manufacturing and final billing of machine to customer. Importance of timely purchase of vendor items.
   e. Plant Inspector. In process and final inspection.
   f. What is Quality Control and why is it necessary?
   g. What is Work-In-Process?
   h. Basic forms and reports required in Production Control
      1. Purchase Orders
      2. Progress Reports
      3. Vendor item Shortage Report
      4. Manufactured parts Shortage Report
      5. Weekly Man Hour Report
      6. Scheduling - Spread Sheet
      7. Monthly Backlog and Shipment Schedule Report
   i. How and Why all departments must work as a team to get manufactured machines shipped on time for customer satisfaction and Cash Flow.

j. Plant Safety Program
   1. Operations Safety Committee
   2. Plant Safety Meetings
   3. Plant Safety Inspections
   4. Why a Safety Program?
   5. Every employee is responsible for Safety.
   6. Importance of Safety Equipment.
   7. Occupational Safety and Health Act (OSHA) Requirements - Pros and Cons.

2. Scheduling
   a. Job Scheduling Process - Orders Entered through job shipment.
   b. Route Card usage for controlling manufacture of parts and machine operations.
   c. Progress Reports for percent completion of jobs in process
   d. Control of job progression thru shop

3. Purchasing
   a. Purchase from Bills of Material, Material Lists and Requisitions.
   b. Importance of shopping for cost including freight in and delivery dates.
   c. Paperwork generated, Requision and Purchase order. Distribution of paperwork.

D. Work For Others (WFO) Department
   1. How a job is received.
   2. How to get credit approval if new customer.
   3. How to estimate a job when required.
   4. How a job is placed into shop work flow.
   5. How to arrange customer delivery.
   6. How to gather paperwork for invoicing customer.

E. Accounting Department
   1. Job Costing
      a. Importance of costing out a job.
      b. What paperwork is required to cost out a job.
      c. Where the paperwork is generated.
      d. How the information is recorded.
      e. How the final cost information is recorded in the General Ledger.
      f. How the Job Cost Records are filed.
   2. Bookkeeping
      a. Accounts Payable procedure.
      b. Accounts Receivable procedure.
      c. Payroll procedure-weekly, monthly, quarterly, and yearly.

d. General and Subsidiary Ledgers - posting and controling.
e. Preparation of Operating Statement.
f. Preparation of Balance Sheet
g. Fiscal year-end work.

3 Controller
a. Inspection of Flow Charts
b. Discussion of Job Descriptions
c. Study of Company Rules, Regulations and Procedures.
   1. Definition of
   2. Difference between
   3. Preparation of each.
d. What is the Accounting Function?
e. Justification of a job.
   1. Cost of a new employee
   2. Justification for adding a new position.
   3. Analysis to determine if requirement is for experienced, high rate or inexperienced, low rate employee.
   4. Determine if cheaper to pay overtime or add new employee.
   5. Decide exactly what qualifications new employee must have.
   6. Take Job Applications - as many as necessary.
      a. Applicant fills out employment application.
      b. Interview each applicant, discussing exact same information with each.
   7. Stop taking applications
   8. Select six most qualified.
   9. Select two most qualified.
   10. Interview again two most qualified, discussing same information with each.
   11. Make selection, notify each of decision.
   12. Set up employment date.
   13. Begin training program on employment date
   14. Follow up on Training Program
   15. Training Program generally requires from six months to year.
f. Employee Benefits
   1. Why give employee benefits?
   2. What size package to offer?
   3. Cost of package.
   4. Paid for by profits
   5. Inform employees of cost of benefits.
g. Union and Non Union Benefits
   1. Open and Closed Shop - Advantages and disadvantages of
   2. Non Union Shop - advantages and disadvantages of

h. Plant Expansion
    1. Cost of expansion
    2. How financed
    3. Cost of financing
    4. Accumulation of needed capital
        a. Sales profit
        b. Investment of accumulated funds
        c. Investment of unused bond funds
    5. Why should we spend money to expand?

i. Importance of doing job right the first time and in the least amount of time.

j. Cost of repairing and reworking errors.

k. Federal, State and Municipality Regulations.
    1. Who pays for any regulation placed upon business - YOU - the consumer.
    2. Discussion of regulations placed upon us.
    3. Advantages and disadvantages of some of the regulations.

l. Skills requirement of Meridian Machine Works.
    1. Job requirements
    2. Average age of employees - under 40
    3. Years of experience - Overall over 300.
    4. High paying jobs are earned through training and experience.

m. Cash Flow
    1. Maintaining control of flow of cash.
    2. Importance of accounts receivable for flow of cash.
    3. Importance of payment date for accounts payable - never pay invoices prior to or after payment date.
    4. Handling of excess funds.

n. Budget
    1. What is a budget.
    2. How a budget is prepared.
    3. Why is a budget necessary.
    4. Who prepares the budget.

o. Large Corporations and Conglomerates
    1. Why we need them
    2. Their economical value
    3. Advantage and disadvantages of them

Fairbanks
Weighing Division
69th Avenue, Industrial Park
Meridian, Ms. 39301
601/483-4311

PROJECT BUSINESS

Two (2) Students - 2:30 - 3:30 available.

ACTIVITIES SCHEDULE

1	Tour	Personnel Manager
2	History of Fairbanks	Plant Manager
3	Budgeting	Plant Manager
4	Responsibility Reports-Expense Statements	Plant Manager
5	Monthly Forecast	Controller/Plant Manager
6	Production Plans	Plant Manager
7	P & L Statement	Controller/Plant Manager
8	Order Processing	Production Control Manager
9	Master Schedule	Production Control Manager
10	Purchasing	Material Manager
11	Engineering	Engineering Manager
12	Inquiries and Quotations	Engineering Manager
13	Production Order Releases	Production Control Manager
14	Industrial Engineering	Manufacturing Engineering Manage
15	IPICS - Computer Production Scheduling	Materials Manager
16	Manufacturing Processes Factory	Factory Manager
17	Manufacturing Processes Fabrication	Factory Manager
18	Quality Control/Warranty	Chief Inspector
19	Employee Handbook, policies and skill requirements	Personnel Manager
20	Capital Expenditures	Manufacturing Engineering Manage
21	Time card reporting and Accounts Payable	Controller
22	Company cost of Social Security, Workmans Compensation, Insurance, etc.	Personnel Manager/Controller
23	Debriefing	All Staff

TO: All participants in project "BUSINESS" FIRST UNITED BANK

FROM: Allan Stewart and Anita Swain

DATE: January 13, 1976

SUBJECT: Project "BUSINESS"

1. The attached schedule is strictly a proposed schedule and may be adjusted to meet the circumstances at the time. Any problems that develope are to be brought to the above individual's attention as soon as possible to enable necessary corrections. Except in cases of emergency, no lectures can be re-scheduled within 24 hours of their due date.

2. If an individual requires more time than scheduled to adequately cover the operations of their department please notify the above named individuals and extra time will be provided as soon as possible.

3. Department heads can substitute personnel for any area under their control, at their own discretion. However, please notify either Allan Stewart or Anita Swain when these changes are made. We may have a need to get in touch with the individual at a later time to clear up any problems the students run into with their project.

4. Your co-operation in this program is appreciated. Any assistance we can provide is always offered.

5. Project BUSINESS stands for Businessmen United with Schools In New Economics for Social Studies - in case you were interested.

Proposed Schedule for Project: "Business"

Jan. 19	Introduction	A. Stewart
20	Business Development - overview	J. Williams
21	Checking Accounts - Individual	L. Meyer
22	Checking Accounts - Bank ops.	L. Jones
Jan. 26	Conference Session	A. Swain
27	Computer Operations - overview and checking accounts	B. Wooten
28	Savings Accounts - individual	B. Horton
29	Savings Accounts - bank ops.	R. Dahlke
30	Classroom	
Feb. 2	Teller Operations	S. Newell
3	Computer operations - savings accounts and teller support	B. Wooten
4	Conference session	A. Swain
5	Commercial loans	W. Jones
6	Installment Loans - overview	J. D. Duke
Feb. 9	Indirect loans/Direct loans	G. Richardson/B. Woods
10	Floorplan/Collections	B. Collins/G. Richardson
11	Loan Administration	K. Pollizi/E.Story
12	Installment loans - wrap-up	J. D. Duke
13	Classroom	
Feb. 16	Computer operations - loans	B. Wooten
17	Conference session	A. Swain
18	Conference session	A. Swain
19	Bank operations - overview	J. Crowe
20	Bank operations - posting general books and transit	C. Reynolds
Feb. 23	Bank operations - Branch management	B. Reid
24	Bank operations - Branch management	B. Reid
25	Bank operations - wrap-up	C. Smith
26	Conference session	A. Swain
27	Classroom	
Mar. 1	Conference session	A. Swain
2	Business Development - Promotional Activities	T. Brown
3	Business Development - Safekeeping	D. Moon
4	Business Development - Safety Deposit Boxes and wrap-up	J. Williams
5	Conference session	A. Swain
Mar. 8	Bank security/Docutel	L. Meyer
9	Trust Dept. - Introduction	J. Pollman
10	Trust Dept. - Setting up trusts and maintaining trusts	J. Pollman
11	Trust Dept. - Rules, regulations	J. Pollman
12	Classroom	

Mar.	22	Trust Dept. - Investments	J. Pollman
	23	Conference session	A. Swain
	24	Mortgage lending - overview	P. Gaston
	25	Mortgage lending - administration	D. Clark
	26	Auditing	R. Carlisle
Mar.	29	Conference session	A. Swain
	30	Credit Department - operations	A. Swain
	31	Credit Department - Analysis	A. Stewart
Apr.	1	Computer - wrap-up	B. Wooten
	2	Classroom	
Apr.	5	Conference session	A. Swain
	6	Secretary	M. Blaser
	7	Purchasing	B. Beaver
	8	Bank Management	M. D. Ellis
	9	Conference session	A. Swain
Apr.	12	Regulatory Operations (possibly)	State Examiner
Apr.	13 - to end	Project Work	
		Field Trips (possibly) ⟶	
		Visit by other regulators (possibly) ⟶	

SOUTH CENTRAL BELL TELEPHONE COMPANY

STUDENTS' SCHEDULE Conducted by Barbara Hammond

1. Orientation
   a) Organizational Structure of A.T.& T. and Bell Systems
   b) Introduction to Departments ..... Managers
   c) District Departments ..... Managers
   d) Department Visitations Tours ..... Managers

2. Department Placement Sites:
   a) Plant Department (installation)
   b) Service and Repair Department
   c) Traffic Department (operators)
   d) Engineering Department (project planning, forecasting, etc.)
   e) Commercial Department (residential application & billing)
   f) Marketing Department (business applications, billings, etc.)

3. Labor Relations ..... President of local

4. Visitation of installation sites

5. Financial Structure of the Company

6. Proxy Statement of Annual Stockholders' Meeting

7. Simulation Game..New City Telephone Company

8. Career Oriented Films

STUDENT SECTION

INTRODUCTION

You are about to embark upon a novel,enriching program in social studies education -- the only one at present in the United States -- which is conducted predominantly outside the self-contained classroom by experts in the field of dynamic,daily,applied economics of our capitalistic system.

This program was inaugurated in the spring semester of 1976 with a pilot group of select students in the eleventh grade. Computer analysis of their achievement in economic understanding demonstrated an extremely high group score.

The students found the program interesting, unique, satisfying, and rewarding. They set out to learn from their sponsors, and while doing so "sold" the program to business leaders and other students.

Once again, we are calling upon students to prove themselves mature and capable to assume personal responsibility for their academic achievement and build good public relations between the school and community and between young people and adults.

Evaluation and consequent improvement of Project Business followed the 1976 pilot program. Further refinement of the program will follow your participation in it. Therefore, we expect you to give us "feedback" into the program from a student's point of view. We wish to know what things help you to learn the economic concepts better, and those things which were of no value.

To evaluate the program, you will be asked to take a test (not for grading purposes) and a questionnaire both at the beginning and end of the semester. This will allow us to determine the effectiveness of the program.

SPECIFIC REQUIREMENTS

It is required by the U.S. Department of Labor that you be informed that the sponsoring organizations where you are placed are not training you for a job, nor

do they promise employment to you. You are not to receive "pay" for this educational experience. Instead, you receive one-half unit of credit toward fulfilling the requirements for graduation.

To meet the requirements for the successful completion of this course, you must comply fully with the following:

1. Be punctual in your attendance at your placement site. These sponsors are donating their valuable time -- at a cost to them -- for your enrichment. They are not "babysitters" nor "disciplinarians". If, for any reason, you are providentially hindered from meeting your sponsors, you are to call them prior to the time you are scheduled to meet with them.
2. You must attend the seminars at the Meridian High School. (See Project Business Calendar in this handbook for dates.) The seminars are a vital and required part of the program. These are designed to give meaningful learning experiences in economic understanding, and will draw upon and reinforce the learning experiences provided by your sponsors. The seminars will meet the first and last weeks of the semester and every two weeks during the semester.
3. Your evaluation will be done jointly by your sponsors and your teachers.

The following copy of the Student Evaluation Sheet is provided to give you an idea of what factors determine your report card grades.

The Student Evaluation Sheet is provided to each resource person who donates time for your instruction. The check marks are compiled and translated into a numerical grading profile for school records.

STUDENT EVALUATION SHEET

Students Name: _____

Sponsoring Institution: _____

Date of Evaluation: _____

	UNSATISFACTORY	POOR	FAIR	GOOD	EXCELLENT
ALERTNESS					
AMIABILITY					
APTITUDE					
ATTENDANCE					
ATTITUDE					
COOPERATION					
INTEREST					
PARTICIPATION					
PUNCTUALITY					
QUESTIONS ASKED					
RELIABILITY					

COMMENTS:

_____

Signature of Evaluator

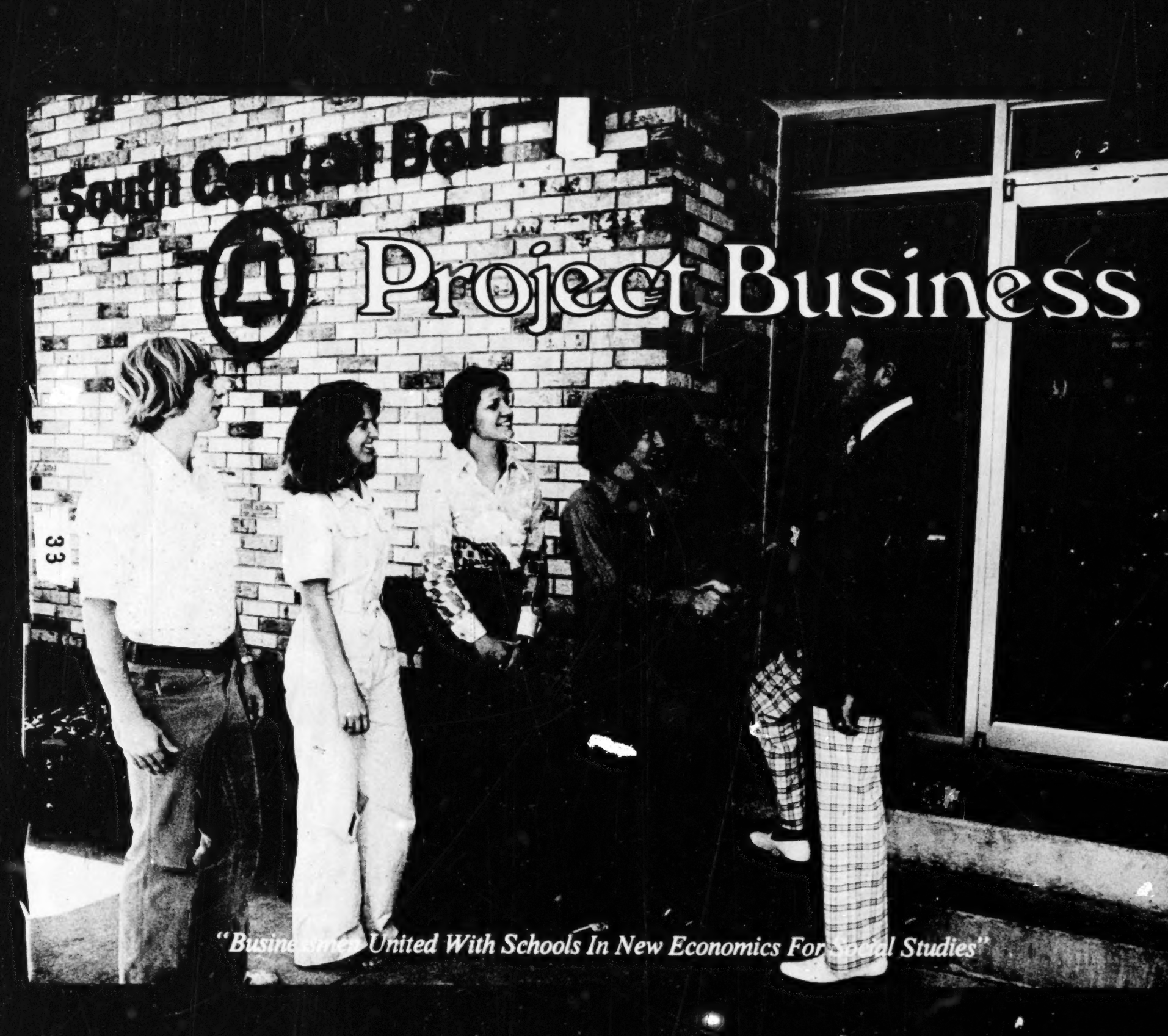
RECOMMENDATIONS

Conduct in public is a part of one's personality and cultural heritage. The roles you display at home, school, church, or beach are all different. The unwritten dress codes for each are different.

Most of you have never been in the roles associated with the business world's life and activities and do not know what the role expectations are.

A good rule of thumb is: Use good taste, good judgement, and develop a good attitude toward your new environment. It will pay you dividends throughout your life. Few students have ever had such an opportunity as you have to see the interaction of the business community.

Study the economic concepts presented in the orientation and seminars and watch for them while on-site. These will give you an added insight into many things you'll experience and give you "better eyes" to see through.


South Central Bell
Project Business
33
"Businessmen United With Schools In New Economics For Social Studies"

Introduction

The project "Businessmen United With Schools in New Economics for Social Studies" is a joint effort of local businessmen and the Public Schools to bridge the gap between the school and community in teaching our free enterprise system to students through a social studies laboratory within local business plants and firms.

Many businessmen have expressed a need for a community-oriented curriculum that would teach basic economic concepts and skills to young people preparing for work and which would develop positive attitudes toward productivity and quality craftsmenship and service.

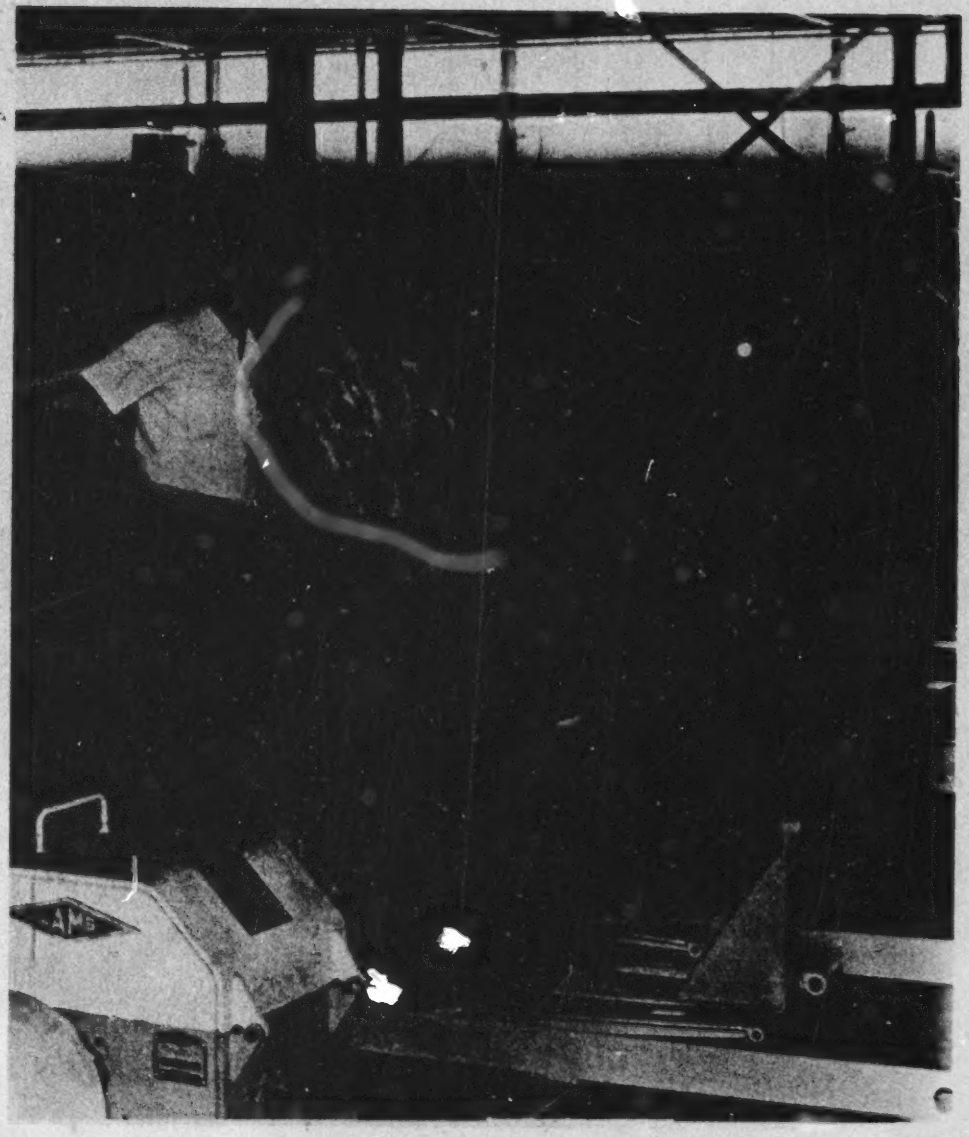
Parents and educators share this concern. The education establishment is especially aware that much is learned by doing and experiencing actual work situations and economic problems, much more than could be learned in the semi-sheltered atmosphere of the traditional economics classroom.

The economic system of the United States is in jeopardy when the overwhelming majority of the voting population have no knowledge of, nor commitment to, the nation's economic system. The day has long passed when young people spent part of their day in school and the rest working on the farm or in employment.

It is our challenge to restore this commitment and to advance the knowledge of young people in the economics of free enterprise. This we can do through the cooperative spirit of business, education, and parents working together.

Meridian High School students gain a first hand knowledge of the "Free Enterprise System" in operation in the Meridian Area.

Businessmen and women have opened the doors of their business establishments as learning sites to students, and have taught vital economic concepts to students using gifted personnel as "Resource Persons".

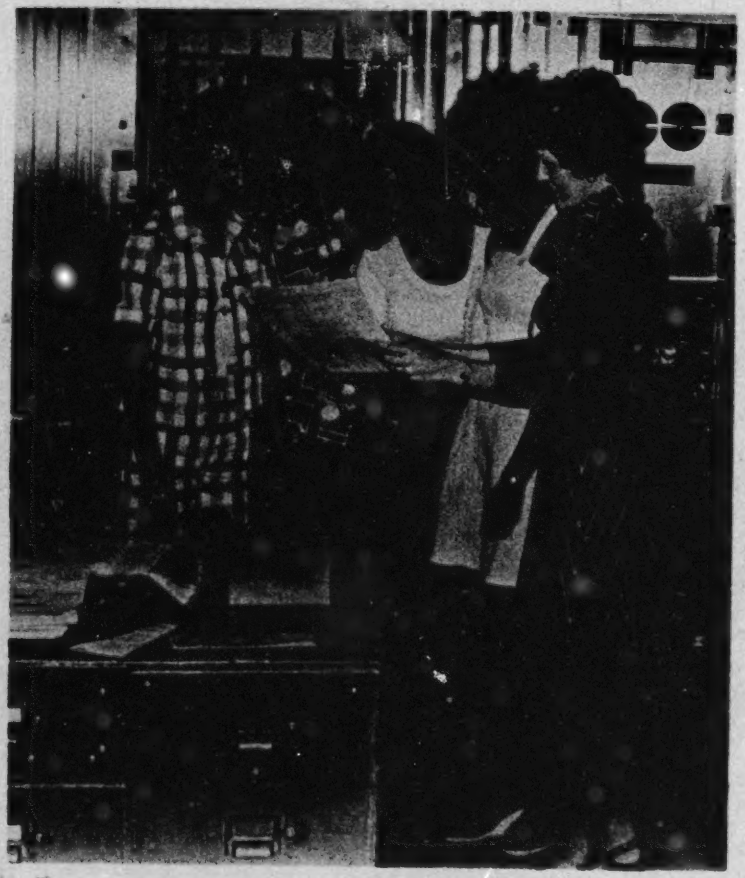


Plant Departments & Jobs

Assisted by the sponsoring organizations, students have first hand observation of plant departments and types of work performed. They learn what skills and academic preparation are necessary to hold specific types of jobs in industry.

Students learn what monetary rewards are associated with various careers and study the cost of plant operation. This enables them to see the need for profits by industries necessary to employ people with specialized skills and abilities, cover the cost of production, and expand existing facilities.

Within the departments, students gain an understanding of the relationships between managers and employees, and the different perspective of each department member, which is determined by their different roles, statuses, and company objectives.



Finance

Students gain economic understanding through studying the company's finances. They learn that industries must accumulate needed capital through profits, loans, or by selling stocks and bonds. They discover the costs to businesses in corporate and property taxes, social security contributions, workmen's compensation, insurance, and fringe benefits.

Labor

Assisted by the sponsoring organization's labor representative, students are introduced to union benefits, labor-management relationships, and the advantages or disadvantages of open and closed shops. As future workers, they will profit by an overall understanding of labor and management problems and objectives.

Rationale

Parents, businessmen, educators, public officials, labor leaders, and other lay people are becoming acutely aware of the need for greater economic understanding by today's youth. The American economic system is highly complex, dynamic, and interrelated to all aspects of the culture. Therefore, a joint effort of all our institutions is needed to educate our youth to their cultural heritage in a capitalistic and democratic society.

Laboratory In Economics

The Meridian Public School District has agreed with business sponsors to the placement of students in business sites on a non-paid voluntary basis. Personnel in the business organizations will guide students in experiences designed to improve their understanding of economics.

Upon the successful completion of one semester of studies in job-sites, students will receive one-half units of credit toward fulfilling graduation requirements.

The sponsors are not asked to hire or pay the students, but rather to provide them with basic experiences in their business or organization as it represents a mini-economic community.

Learning Objectives

Students shall:

- develop healthy mature attitudes toward our free enterprise system.
- gain knowledge of the sponsor's organization, personnel, and history.
- understand the roles and functions of management
- study the organizations' contributions in taxes, compensations, social security, and employee benefits, etc.
- observe career choices and study requisite academic and manual skills.
- study cost of production from raw materials to finished products.
- gain knowledge of the necessity of profits.
- understand the interrelationship of mutual business enterprises.
- examine all aspects of organized labor where applicable.
- study the effects of state and federal regulations of industry from a business standpoint.

Management

High school students gain an extensive and personal knowledge about business management. Sponsors share with the students problems and decision-making policies required of managers in the process of operating a business enterprise.

The students have the opportunity to assess career choices in management and gain an understanding of the importance of the managerial role. They observe management in action as managers make vital decisions affecting the objectives of the sponsoring organization.

Managers assign decision-making mock or real situations for students to solve. For students this creates empathy and understanding of the importance of decision-makers and gives students experience in life skills which will transfer to other decision-making situations.